

## Managing Environmental Resources: Advanced Higher, Higher, Intermediate 2, Intermediate 1

| Headroom Provided by NABs | Orientation of Grade Descriptions             | Basis of evidence for Estimates, Absentee consideration and Assessment Appeals   |
|---------------------------|---|--|
| Some headroom             | Mixture of task and output, but mainly output | <p>Evidence for Estimates, Absentee consideration and Assessment Appeals at all levels must show a sufficient breadth of coverage of the content of the Units of each Course, and must relate to the Course Grade Descriptions.</p> <p><b>Estimates</b></p> <p>In the case of Estimates, the minimum evidence for Higher, for example, should be based on two of the Units of the Course. The evidence can come from NABs, and/or a summative assessment.</p> <p>As NABs provide only partial headroom for these Courses, centres are advised to augment NAB evidence with evidence generated by another instrument of assessment: a summative assessment, similar in range and depth of question to the appropriate specimen question papers, would provide the most convincing evidence. It may be possible to build a NAB into such an assessment instrument, or to augment the NABs with assessment tasks which allow candidates to demonstrate performance beyond that required by the Units. The evidence should exemplify the performance indicated by the Grade Descriptions.</p> <p>Valid evidence of attainment for an Estimate could be generated through the use of a summative assessment instrument, such as a prelim type examination based on work for at least two Units, which emulates as far as possible the standard, security and format of the national external instrument.</p> <p><b>Assessment Appeals</b></p> <p>Evidence collected for the purpose of an Assessment Appeal should cover the content of all Units. The quality and quantity of the evidence should be such that it will persuade the Principal Assessor to overturn the award gained in the national external examination. This could be compiled by combining the evidence gathered for the Estimate with other assessment evidence generated towards the end of the Course (ie between the submission of Estimates and the examination) for the remaining Unit.</p> <p>For example, the collection of evidence assembled in support of an Assessment Appeal could include the candidate's response to a secure prelim examination based on work from two Units and the response to Course questions on the remaining content. A high scoring performance in a NAB, covering the content not assessed in the prelim, would also lend weight to the Appeal for a grade C award.</p> |

### Contact

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## **Summary: Evidence requirements for Estimates, Absentees and External Assessment Appeals**

### **Estimates**

Centres make Estimates of their candidates' expected attainment in National Courses. You should take care to ensure that Estimates reflect candidates' abilities against the requirements of the Course, not just the requirements for the Units which make up the Course.

Since Estimates relate to achievement of a Course, the assessment instruments which are used to generate evidence for Estimates should allow candidates opportunities to demonstrate attainment against the requirements for the Course. Assessment instruments which assess candidates' abilities against the outcomes of National Units can help with making decisions about Estimates. However, NABs cannot normally, on their own, generate sufficient evidence of how a candidate can perform against the assessment criteria (eg retention, integration) for a Course.

### **Absentees and External Assessment Appeals**

Submissions for Absentee consideration and Assessment Appeals must be supported by valid, reliable evidence of the candidate's demonstrated attainment against the requirements for the externally-assessed components of the Course.

No past papers, including SQA past papers, will be accepted in their entirety as the assessment instrument used to generate evidence for Absentee consideration or External Assessment Appeals. However, questions selected carefully from a minimum of three past papers, preferably adapted (to ensure the breadth and depth of coverage required to satisfy the Course Grade Descriptions) can be combined to form a valid assessment instrument.

Where a centre is submitting Appeals for a significant proportion (ie more than 10%) of a cohort, it should send with the Appeals a rationale explaining why these candidates did not perform to the standard expected in the externally assessed component(s). Rationales will be used by Examiners to assist decision-making.

Evidence submitted for Absentee consideration and External Assessment Appeals must include:

- ◆ a copy of the assessment instrument(s) with details of the source of questions used (eg past papers) and associated marking schemes with cut-off scores which have been applied
- ◆ evidence which has been generated by these assessment instrument(s), before the date of the external assessment, and which has been marked in accordance with the marking schemes provided
- ◆ a clear indication of the completion date for each piece of evidence

It is the responsibility of centres to ensure the validity, reliability and security of assessment instruments, and authenticity of candidate evidence used for Estimates, Absentee consideration and External Assessment Appeals.